



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

You and the Law

Prepared by:
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Superintendent of Schools:
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CCCS born on 9/2012
Addenda adopted 8/2015
NJSLS born on 5/2017
Revised on 9/2018

Midland Park Public Schools

You and the Law

This course introduces students to various aspects of the law including consumer and housing law, family law, and individual rights and liberties of the United States; in addition the legal system is studied to educate students on the Court system and how it protects individuals. Sources include: Supreme Court cases, case studies and problem-based learning assignments to strengthen critical thinking and communication and collaborative skills.

Teacher will *select topics* from the various units below. Each unit is 8-13 class periods.

Unit 1: Introduction to Law and the Legal System

Unit 2: Consumer and Housing Law

Unit 3: Family Law

Unit 4: Individual Law and Liberty

Unit 5: Criminal v. Civil Law

Prerequisite: There is no prerequisite.

This course is one semester with an exam given on the last day of course.

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Content Area: You and the Law	
Unit Title: Introduction to Law and the Legal System	
Grade Level: 10th-12th	
Unit Summary: Students will understand why laws are necessary and study the basic tenets of the legal system.	
Interdisciplinary	
Connections: English, Political Science, History; all student's research and assignments will be completed and submitted on Chromebook.	
21st Century	
Themes and Skills: 9.3 Career and Technical Education	
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.	
Standards (Content and Technology):	
CPI#:	Statement:
Concept: NJSL#	Active Citizenship in the 21st Century: Civics, Government and Human Rights
6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
Concept: NJSL#	Active Citizenship in the 21st Century: History, Culture and Perspectives
6.3.12.D.1	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional right
NCSS#: 2 Time, Continuity, and Change	<p>Studying the past makes it possible for us to understand the human story across time. The historical experiences of societies, peoples and nations reveal patterns of continuity and change. Historical analysis enables us to identify continuities over time in core institutions, values, ideals, and traditions, as well as processes that lead to change within societies and institutions, and that result in innovation and the development of new ideas, values and ways of life.</p> <p>Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. Study of the past makes us aware of the ways in which human beings have viewed themselves, their societies and the wider world at different periods of time.</p>
NCSS # 5 Individuals, Groups and Institutions	<p>Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.</p> <p>It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?</p>

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	<p>Students identify those institutions that they encounter. They analyze how the institutions operate and find ways that will help them participate more effectively in their relationships with these institutions. Finally, students examine the foundations of the institutions that affect their lives, and determine how they can contribute to the shared goals and desires of society.</p>
<p>NCSS# 6 Power, Authority and Governance</p>	<p>Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. By applying concepts and methods of political science and law, students learn how people work to promote positive societal change.</p>
<p>NCSS #10 Civic Ideas and Practices</p>	<p>An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. All people have a stake in examining civic ideals and practices across time and in different societies. Through an understanding of both ideals and practices, it becomes possible to identify gaps between them, and study efforts to close the gaps in our democratic republic and worldwide.</p> <p>Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good. Through social studies programs, students acquire a historical and contemporary understanding of the basic freedoms and rights of citizens in a democracy, and learn about the institutions and practices that support and protect these freedoms and rights, as well as the important historical documents that articulate them. Students also need to become familiar with civic ideals and practices in countries other than our democratic republic.</p>
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How does understanding our legal system help you function as a citizen? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Why are laws needed?
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> ● comprehend the definition of law by writing one as a class. ● synthesize the history of justice by creating a poster. ● analyze primary sources to compare views of law. ● synthesize lawmaking process by drafting an original law. ● comprehend the importance of advocacy by discussing ways citizens participate in law ● analyze Supreme Court cases by breaking apart and justifying verdict. ● evaluate the juror system of New Jersey by rating the procedure. 	
<p>Formative Assessments: Based on topic: posters, analysis of primary sources, case studies on various topics, Supreme Court case analysis, and/or quizzes</p>	
<p>Summative/Benchmark Assessment(s): At the end of the Unit select: in-depth project on the jury system, test, and/or research essay. A Final Exam will be given on the last day of the semester.</p>	
<p>Resources/Materials (copy hyperlinks for digital resources):</p> <ul style="list-style-type: none"> ● Supreme Court Case Studies ● phone books ● Ring Game ● Various web sites ● Cornell Law website ● primary sources 	

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- government documents
- UN documents

Modifications:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Define Law	To understand what the law is	1 class period
Law v. Values	To explain the differences between law and values	4 class periods
Human Rights	To explain what human rights are and how affected by law(s)	2 class periods
Lawmaking	To comprehend how laws are made (local, state, federal)	2 class periods
Advocacy	To comprehend the aspect of law which focuses on advocacy	1 class period
The Court System	To explain the various Court systems in US	2 class periods
When a Lawyer is needed	To comprehend when a person needs to consult a lawyer	2 class periods
Final assessment	To analyze the jury system in the US	5 class periods

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

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Content Area: You and the Law	
Unit Title: Consumer and Housing Law	
Grade Level: 10th-12th	
<p>Unit Summary: This unit introduces students to laws on various types of contracts (including but not limited to mortgages, lease papers, car contracts, etc), warranties, credit and becoming a smart consumer.</p> <p>Interdisciplinary Connections: Mathematics, English; all student's research and assignments will be completed and submitted on Chromebook.</p> <p>21st Century Themes and Skills: 9.1 Personal Financial Literacy This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p>	
Standards (Content and Technology):	
CPI#:	Statement:
Concept: NJSLS#	Active Citizenship in 21 st Century: Civic Ideals and Practices
6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
Concept: NJSLS#	Active Citizenship in 21 st Century: Economics, Innovation, Technology
6.3.12.C.1	Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
NCSS #10 Civic Ideas and Practices	<p>An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. All people have a stake in examining civic ideals and practices across time and in different societies. Through an understanding of both ideals and practices, it becomes possible to identify gaps between them, and study efforts to close the gaps in our democratic republic and worldwide.</p> <p>Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good. Through social studies programs, students acquire a historical and contemporary understanding of the basic freedoms and rights of citizens in a democracy, and learn about the institutions and practices that support and protect these freedoms and rights, as well as the important historical documents that articulate them. Students also need to become familiar with civic ideals and practices in countries other than our democratic republic.</p>
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How does the knowledge of contracts and warranties make a smart consumer? ● What are the consumers rights regarding harmful products? ● What are the consumer's rights if unable to pay a debt? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Students will understand laws regarding housing, credit and sales practices.

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- How do ads affect the consumer?
- What steps should a consumer take before making a purchase?
- What steps does a consumer take to purchase a car?
- What does the consumer need to know about housing?
- How does the consumer negotiate a lease?
- Is there a right to housing?

Unit Learning Targets/Objectives:

Students will...

- understand types of contracts and warranties by defining and discussion.
- analyze banks by comparing fees, accounts and services.
- apply knowledge about student loans by completing fafsa form
- comprehend credit Acts by the US Congress by reading and discussion
- analyze deceptive sales practices by completing a case study
- analyze consumer protections globally by comparing practices
- analyze how to buy a car by completing a project.
- analyze housing and the college student by completing a case study.
- evaluate the right to housing by writing an opinion report.

Formative Assessments: Based on topic: discussions, case studies, homework, quizzes and/or writing assignments

Summative/Benchmark Assessment(s): At the end of the Unit: mock trial, project, and/or test

Resources/Materials (copy hyperlinks for digital resources):

Various websites

The Jungle

FAFSA forms

Equal Credit Opportunity Act

Fair Credit Reporting Act

copies of contracts

copies of warranties

Various advertisements

Modifications:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

English Language Learners

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations

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- Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Contracts and Warranties	To understand various contracts and warranties and legal protections	5 class periods
Credit	To understand credit institutions and banking laws	5 class periods
Deceptive Sales	To analyze deceptive sales practices and how the law helps consumers	4 class periods
Consumerism	To understand, then analyze various types of protections for consumers	8 class periods
Cars	To understand, then analyze ways the law protects consumer to purchase or lease a car	7 class periods

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

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Content Area: You and the Law	
Unit Title: Family Law	
Grade Level: 10th-12th	
<p>Unit Summary: This unit looks at laws pertaining the family. Topics include: marriage, parents and children, foster care and adoption, divorce and the government's role.</p> <p>Interdisciplinary Connections: English, Government, Sociology; all student's research and assignments will be completed and submitted on Chromebook.</p> <p>21st Century Themes and Skills: 9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>	
Standards (Content and Technology):	
CPI#:	Statement:
NCSSS#: 5 Individuals, Groups and Institutions	<p>Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.</p> <p>It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?</p> <p>Students identify those institutions that they encounter. They analyze how the institutions operate and find ways that will help them participate more effectively in their relationships with these institutions. Finally, students examine the foundations of the institutions that affect their lives, and determine how they can contribute to the shared goals and desires of society.</p>
NCSSS#: 6 Power, Authority and Governance	<p>Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. By applying concepts and methods of political science and law, students learn how people work to promote positive societal change.</p>
NCSSS #10 Civic Ideas and Practices	<p>An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. All people have a stake in examining civic ideals and practices across time and in different societies. Through an understanding of both ideals and practices, it becomes possible to identify gaps between them, and study efforts to close the gaps in our democratic republic and worldwide.</p> <p>Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good. Through social studies programs, students acquire a</p>

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	historical and contemporary understanding of the basic freedoms and rights of citizens in a democracy, and learn about the institutions and practices that support and protect these freedoms and rights, as well as the important historical documents that articulate them. Students also need to become familiar with civic ideals and practices in countries other than our democratic republic.					
Concept: NJSL#	Active Citizenship in the 21st Century: History, Culture and Perspective					
6.3.12.D.1	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.					
Unit Essential Question(s): <ul style="list-style-type: none"> ● Why is it necessary to understand family law? ● Should a child be mandated to take care of his/her parents ● Is the government responsible to fund families? 		Unit Enduring Understandings: <ul style="list-style-type: none"> ● Should the government be able to define a family? 				
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> ● comprehend the definition of a family. ● analyze legal aspects of marriage ● analyze non-traditional marriages ● comprehend legal age to stay home alone ● analyze adoption processes ● evaluate if the government has a role in supporting families. ● analyze how laws protect children. 						
Formative Assessments: Based on the topic: discussion, analysis of case studies, small writing assignments, and/or quizzes						
Summative/Benchmark Assessment(s): At the end of the Unit: test, project, and/or essay						
Resources/Materials (copy hyperlinks for digital resources): websites Fannie and Freddie Mac site Welfare Laws Adoption laws Case Studies a prenuptial agreement						
Modifications: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Special Education Students</i> <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications </td> <td style="width: 50%; vertical-align: top;"> <i>At-Risk Students</i> <ul style="list-style-type: none"> - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary </td> </tr> <tr> <td style="vertical-align: top;"> <i>English Language Learners</i> </td> <td style="vertical-align: top;"> <i>Gifted and Talented Students</i> <ul style="list-style-type: none"> - Provide extension activities </td> </tr> </table>			<i>Special Education Students</i> <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications 	<i>At-Risk Students</i> <ul style="list-style-type: none"> - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary 	<i>English Language Learners</i>	<i>Gifted and Talented Students</i> <ul style="list-style-type: none"> - Provide extension activities
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| <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions - Accept participation at any level, even one word | <ul style="list-style-type: none"> - Build on students' intrinsic motivations - Consult with parents to accommodate students' interests in completing tasks at their level of engagement |
|--|--|

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Law and Family	To understand how laws protect American families	2 class periods
Marriage	To understand, then analyze how laws relate to marriage	5 class periods
Parent and Child	To understand laws regarding the relationship between parent and child	2 class periods
Foster Care and Adoption	To understand, then analyze the laws pertaining to foster care and adoption	2 class periods
Separation, Divorce and Custody	To understand, then evaluate the laws pertaining to separation, divorce and custody	2 class periods
Government	To understand, then analyze the laws regarding the government support for families and individuals	4 class periods
Children	To understand, then analyze laws protecting our children	5 class periods

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

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Content Area: You and the Law	
Unit Title: Individual Rights and Liberties	
Grade Level: 10th-12th	
<p>Unit Summary: This Unit studies Constitutional law and liberties especially the 1st amendment, due process and the right to privacy. In addition, this unit will explore law in discrimination, the workplace and immigration.</p> <p>Interdisciplinary Connections: History, English, Political Science; all student's research and assignments will be completed and submitted on Chromebook.</p> <p>21st Century Themes and Skills: 9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>	
Standards (Content and Technology):	
CPI#:	Statement:
NCSS#: 2 Time, Continuity, and Change	<p>Studying the past makes it possible for us to understand the human story across time. The historical experiences of societies, peoples and nations reveal patterns of continuity and change. Historical analysis enables us to identify continuities over time in core institutions, values, ideals, and traditions, as well as processes that lead to change within societies and institutions, and that result in innovation and the development of new ideas, values and ways of life.</p> <p>Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. Study of the past makes us aware of the ways in which human beings have viewed themselves, their societies and the wider world at different periods of time.</p>
NCSS#: 5 Individuals, Groups and Institutions	<p>Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.</p> <p>It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?</p> <p>Students identify those institutions that they encounter. They analyze how the institutions operate and find ways that will help them participate more effectively in their relationships with these institutions. Finally, students examine the foundations of the institutions that affect their lives, and determine how they can contribute to the shared goals and desires of society.</p>
NCSS#: 6	Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and

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Power, Authority and Governance	decision-makers when addressing the persistent issues and social problems encountered in public life. By applying concepts and methods of political science and law, students learn how people work to promote positive societal change.
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Concept: NJSL#	Active Citizenship in the 21st Century: History, Culture and Perspective
6.3.12.D.1	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.
Concept: NJSL#s	Contemporary United States (1070-Today): Civics, Government and Human Rights
6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
6.1.12.A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
Unit Essential Question(s): <ul style="list-style-type: none"> ● What are the principles of Constitutional law? ● Does freedom of speech encompass all areas of speech? ● Is the press entitled to report all information that was disclosed to them? ● Should evolution be taught? ● Does due process protect liberties? ● How does the government ensure the right to privacy? ● How has the government policy evolve in discrimination law? ● What are employee's rights in the workplace? ● Is immigration law in the US effective? 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● How does the Bill of Rights protect each citizen?
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> ● comprehend Constitutional law ● analyze the types of speech. 	

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- evaluate speech analyze the press' right to disclose information
- analyze freedom of religion
- synthesize due process.
- analyze right to privacy
- understand different types of discrimination by
- apply knowledge of workplace
- evaluate immigration law

Formative Assessments: Based on daily topic: discussions, homework, writing assignments, case studies, and/or quizzes

Summative/Benchmark Assessment(s): At the end of the Unit: test, project, essay and/or Supreme Court studies

Resources/Materials (copy hyperlinks for digital resources):

- websites
- Patriot Act
- Protect America Act
- Supreme Court Cases
- ADA
- Quotes on relevant topics
- Freedom of Information Act
- Title IX

Modifications:

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Gifted and Talented Students

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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduction to Constitutional Law	To understand, then analyze Constitutional Law	1 class period

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Freedom of Speech	To understand, then analyze Freedom of Speech	5 class periods
Freedom of the Press	To understand, then analyze Freedom of the Press	3 class periods
Expression in Special Places	To analyze why Freedom of Speech and Press protect “hate” speech	2 class periods
Freedom of Religion	To understand, then analyze Freedom of Religion	1 class period
Due Process And Equal Protection	To understand, then analyze the 14th Amendment	5 class periods
Privacy	To understand, then analyze citizens right to privacy under the Constitution.	3 class periods
Others Protected	To analyze the current policies for discrimination, workplace and immigration law	10 class periods
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		

Midland Park Public Schools

Content Area: You and the Law	
Unit Title: Criminal vs. Civil Law	
Grade Level: 10th-12th	
Unit Summary: Students will get a basic understanding between criminal laws and torts.	
<p>Interdisciplinary Connections: English, History, Political Science, Sociology; all student's research and assignments will be completed and submitted on Chromebook.</p> <p>21st Century Themes and Skills: 9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>	
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CPI#:	Statement:
NCSS#: 5 Individuals, Groups and Institutions	<p>Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.</p> <p>It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?</p> <p>Students identify those institutions that they encounter. They analyze how the institutions operate and find ways that will help them participate more effectively in their relationships with these institutions. Finally, students examine the foundations of the institutions that affect their lives, and determine how they can contribute to the shared goals and desires of society.</p>
NCSS#: 6 Power, Authority and Governance	<p>Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. By applying concepts and methods of political science and law, students learn how people work to promote positive societal change.</p>
NCSS#: 10 Civic Ideas and Practices	<p>An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. All people have a stake in examining civic ideals and practices across time and in different societies. Through an understanding of both ideals and practices, it becomes possible to identify gaps between them, and study efforts to close the gaps in our democratic republic and worldwide.</p> <p>Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good. Through social studies programs, students acquire a historical and contemporary understanding of the basic freedoms and rights of citizens in a democracy, and learn about the institutions and practices that support and protect these freedoms and rights, as well</p>

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	as the important historical documents that articulate them. Students also need to become familiar with civic ideals and practices in countries other than our democratic republic.	
Unit Essential Question(s): <ul style="list-style-type: none"> ● What are the different types of criminal law? ● What is state law v. federal law? ● What are the ideas of torts? 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● What is the difference between criminal and civil law? 	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> ● comprehend the differences between civil and criminal. ● analyze different types of criminal laws ● comparing laws from past to present. ● evaluation Gangs. ● analyze how public is informed about new laws 		
Formative Assessments: Based on daily topic: discussion, writing activities, case studies and/or homework		
Summative/Benchmark Assessment(s): At the end of the Unit: project or test		
Resources/Materials (copy hyperlinks for digital resources): Web Primary sources		
Modifications:		
<i>Special Education Students</i> <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications 	<i>At-Risk Students</i> <ul style="list-style-type: none"> - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary 	
<i>English Language Learners</i> <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions - Accept participation at any level, even one word 	<i>Gifted and Talented Students</i> <ul style="list-style-type: none"> - Provide extension activities - Build on students' intrinsic motivations - Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	

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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Crime	To understand the types of crime in America	3 class periods
Criminal Law	To understand criminal law in America	1 class period
Torts	To understand, then analyze tort law	2 class periods
Gangs	To understand, then analyze gangs in America	3 class periods
Public	To understand, then analyze ways to keep the public informed of crimes	2 class periods
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		